



Lummi Indian Business Council

2665 Kwina Road · Bellingham, Washington 98226 · (360) 312-2000

'Working together as one to Preserve, Promote and Protect our Sche Lang en'

JOB ANNOUNCEMENT **JOB TITLE: ECEAP Teacher**

OPEN: June 6, 2023

EXEMPT: No

SALARY: (6) \$17.47-\$19.68/hr. DOE

SHIFT: Day

LOCATION: ELP

DURATION: Regular Full Time

CLOSES: June 27, 2023

JOB CODE: 700

DIVISION: Education

DEPARTMENT: ELP

SUPERVISOR: Education Coordinator

VACANCIES: 4

JOB SUMMARY: Under the supervision of the General Education Coordinator, will be responsible for a center-based classroom of 17-20 three to five-year-old children. Will plan and implement lessons based on Creative Curriculum, maintain a classroom environment that is safe and healthy. Teachers are responsible for directing the work of the other classroom staff to ensure implementation of classroom schedule and lesson plans, active supervision, cleaning, appropriate interactions with students, as well as Early Learning Program policies. Work schedule will be an 8-hour shift daily, as assigned, and up to one evening shift of work per month. The teacher will be assigned to a daycare, ECEAP, Head Start, or Early Head Start classroom.

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES include the following, and other related duties as assigned.

Additional duties associated with COVID safety protocols deemed necessary by Lummi Indian Business Council, Lummi Public Health, Lummi Early Learning and Education Departments.

1. Direct the work of the classroom general education and special education aides to ensure implementation of the classroom schedule and lesson plans, active supervision, completion of cleaning and diapering duties including signing logs, appropriate interactions with students, and Lummi Early Learning Programs policies. Teachers must also help clean the classroom when necessary.
2. Direct the work of the classroom general education and special education aides in taking observations, attendance, health checks, small groups or large group activities, and mealtime duties.
3. Maintain good communication about expectations and duties with classroom general education and special education aides.
4. Provide performance feedback of general education and special education classroom aids.
5. Use Creative Curriculum and Second Step.
6. Create lesson plans or enter lesson plans from study units for the following week using Creative Curriculum Study Guides and Second Step and submit to supervisor in TSG by Friday.

7. Create a daily schedule consisting of free choice, centers, small group, large group, gross motor, and other activities. Post daily schedule with pictures in two areas of the classroom.
8. Plan activities using the Creative Curriculum and Head Start Framework, children's individual strengths and needs, individual learning goals, and IEPs in Teaching Strategies Gold by Friday for the following week. Post Lesson Plans in the classroom. Submit lesson plans electronically to supervisor by Friday for the following week. Turn in Lesson Plan the Friday before to the General Education Coordinator.
9. Gather and prepare for daily activities on the Friday before the following week.
10. Take attendance daily when the children arrive and record meals at point of service (at meal and snack times). Enter attendance daily into Child Plus and turn in attendance hard copy by Friday of each week.
11. Meet with each family twice during the school year for conferences and twice yearly for home visits form. Enter Home Visit or Conference documentation into Child Plus and file the hard copies in the child's file for each child whether the visit/conference was completed or not.
12. Complete Health and Safety Checklists daily on turn in by Friday for the week.
13. Maintain portfolios for each student as per Creative Curriculum guidelines.
14. Daily, assess student's health and appearance and document any concerns with a child's health, appearance, or safety. Do written Health Checks weekly for all children. Turn in Health Checks weekly on Friday.
15. Complete Cleaning Log daily. Turn in weekly on Friday.
16. Do developmental and behavioral screenings within 45 days (Head Start/EHS) or 90 days (ECEAP) of child's first day of attendance. Discuss results with parents. Refer the child for evaluation if needed. File the screenings and/or referral in the child's file. Enter results in ChildPlus.
17. Observe and document student work and process. Benchmark students using the Teaching Strategies Gold program by scheduled due dates.
18. Create and use a classroom assignment chart to organize classroom staff by assigning specific roles and duties for the day, such as during each portion of the classroom schedule and duties before and after class.
19. Always maintain safety of the children in the classroom and on the playground.
20. Role model to children age-appropriate behavior and offer guidance, assisting in resolving conflicts and instruction in age-appropriate behavior.
21. Supervise, teach, interact, guide, assist and observe children during all aspects of the daily schedule.
22. Interact with children in ways that encourage language opportunities, such as asking open-ended questions, reading, labeling artwork, and participating in their dramatic play.
23. Interact with children through play and conflict resolution.
24. Promote problem solving skills using appropriate curriculum and conflict resolution skills.
25. Plan routines and transitions so that they easily occur in a timely, predictable manner.
26. Responsible for mealtime routines, such as family style and interacting with children during mealtime, having children assist with mealtime.
27. Responsible for planning weekly lessons plans.
28. Observe and report individual children's significant behaviors, injuries, and incidents using the Incident or Accident report form. Inform parents of accidents, incidents, or significant behaviors or behavior changes.

29. Individualize for all children using knowledge of children, assessment of children, and Individualized Education Plan.
30. Assist Aides and community volunteers in interacting with children and classroom maintenance.
31. Plan one parent night activity a year. Work one evening per week if assigned.
32. Ability to work with effectively within a Native American Community.
33. Attend Lummi Language classes Monday through Thursday. Actively participate.
34. Infuse the Lummi culture and language in the classroom.
35. Comply and enforce Confidentiality Policy.
36. Know your student's allergy and health needs.
37. Follow Health and Safety policies and procedures.
38. Make sure an Evacuation Plan is posted which includes plans for specific special needs children.
39. Maintain a diaper schedule and diaper log. The diaper schedule should show students who need changed, the times for changing the diaper and who is responsible, including who is responsible if the regular staff listed is absent that day.
40. Have all students being dropped off/picked up be signed in/out by a parent or a person designated by a parent on the Emergency Consent Form. Only release students to people designated on the Emergency and Consent Form. Require photo ID for anyone that is unfamiliar to you.
41. Make sure each child file contains all consents, such as field trip consents, screening consent, photo/media consent, Early Achievers consent, and USDA forms.
42. Keep emergency phone contacts and Emergency Contacts form updated.
43. Use small group lesson times daily to meet annual School Readiness goals as decided by the director of Head Start.
44. Stay in the classroom during Head Start/ECEAP hours except for bathroom breaks and during scheduled lunchtime. Teachers may only take lunch during students' scheduled naptime.
45. Take children outside daily, unless there is severe weather, dangerous animals, or poor air quality as per the Programs' policy. Communicate closely with families about expectations for children to have proper clothing for the weather. Refer families who do not to Family Services.
46. Teachers must stay late when a child's parent is late for arrival.

MEALTIME RESPONSIBILITIES:

1. Encourage good personal hygiene, role model hand washing and brushing teeth.
2. Set tables with students: teach children how to set tables for snack and mealtime.
3. Teach children how to serve themselves. Students will use ladles, prongs, spoons, and butter knives and pour milk, water, and juice.
4. Encourage children to take appropriate portions during mealtimes (seconds are usually available).
5. Call kitchen staff to refill food containers and/or get more milk.
6. Accompany children to the bathroom; also, during lunch children need to be accompanied assist children with self-help skills. Help children clean up their plates after meal and snack time (scraping plates, emptying glasses, stacking dishes, and pushing chairs in).
7. Encourage students to try new foods and use mealtime and new foods as an opportunity to teach children about nutrition.
8. Clean tables before and after meals using a three-step procedure with soap, water, and bleach solution. Dump all food before returning the cart to kitchen.

9. Check for safety hazards, always be watchful for food or spills on the floor that can be a hazard and clean up immediately.
10. Be aware of specific food allergies and health issues. Children with food allergies will have a doctor's order and it will be posted in the kitchen and the classroom. Check meals served to children with food allergies to ensure the cook has prepared appropriate food.
11. Sit with children during meals and actively engage them in conversation.

OUTDOOR LEARNING ENVIRONMENT:

1. Check for safety hazards, such as garbage, dogs, big sticks, open gates, damage to fence, unsafe vegetation, in play area and holes.
2. Helmets – children riding bikes must wear a helmet that has been fitted on them.
3. Check straps, and helmet for any damage. Damaged helmets must be removed from the play area until repaired.
4. Complete Equipment Maintenance Notice to inform Maintenance person when playground and/or playground equipment needs repair.
5. Tricycles to be put away every day. Check for damage and report to maintenance.
6. Participate in organized daily playground activity plan activities that include both gross and fine motors.
7. First Aid Kit: Make sure the kit is taken on the playground and be aware of who has it should you need it in an emergency.
8. Keep emergency phone contacts updated.
9. Supervise children actively during outdoor time, constantly monitoring and interacting with students.

OTHER:

1. Prepare, cook, and serve school meals, snacks, or side items as needed.
2. Washing dishes with commercial dish washer as needed.
3. Building-wide janitorial duties as needed.
4. Fill-in as necessary in Early Head Start, Head Start, Daycare, or ECEAP.
5. Follow LIBC and Early Learning Program policies, including cell phone use, attendance and punctuality, visitors, food and beverages in classrooms, chain of command, personal appearance and dress attire, confidentiality, and social media.
6. Complete other duties as assigned.
7. Maintain excellent attendance and punctuality. Call 15 minutes before your shift start time if you will be late or absent.
8. Be familiar with licensing and/or performance standards for your program.
9. Breaks are to be taken before or after class time.
10. Be respectful when communicating and interacting with your coworkers, supervisor, and family.
11. Willing to attend training, workshops, conferences, or classes. Some training may occur after hours and may require being away for more than one day. They may last longer than a normal workday.

MINIMUM QUALIFICATIONS:

- High School Diploma or GED
- Willing to complete an AA in ECE within 3 years, if does not have an AA in ECE
- Must currently be accepted into a college that confers AA degrees in ECE.
- Lummi/Native American/Veteran preference policy applies.

- *If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire.*

KNOWLEDGE, ABILITIES AND SKILLS:

- Experience working with 3-5-year old's.
- Ability to type 40 WPM.
- Ability to comply and enforce the Confidentiality Policy
- Ability to be culturally sensitive with the Lummi Nation Community
- Ability to lift 40 lbs. and willing to interact with children at their level.
- Ability to work in an atmosphere of open communication with all staff members.
- Ability to work as a team member.
- Ability to be an open and positive employee.
- Data entry skill in tracking child development

REQUIREMENTS:

- Must pass pre-employment and random drug and alcohol test to be eligible for and maintain employment, as required by the LIBC Drug & Alcohol-Free Workplace Policy
- Must pass a DCYF/State of WA background check.
- This position requires regular contact with or control over children and is therefore subject to extensive criminal background check and CAMIS check.
- Be available to work daily between 7:15 a.m. and 5:30 p.m.
- Prove legal authorization to work in U.S. (i.e., I-9 form)
- Proof of updated immunizations
- Have certifications with food handler's permit, CPR, HIV Training and First Aid
- Must complete mandatory reporting training within orientation period.
- Maintain health and safety standards.
- Willing to attend trainings and keep personal training file updated demonstrating pursuit of professional development.
- Must be fully vaccinated for COVID-19 including (2) doses of a 2-dose series, or one (1) dose of a 1-dose series, plus be 14 days beyond the final dose prior to the start date.

TO APPLY:

To obtain a Lummi Indian Business Council (LIBC) application go to: <https://www.lummi-nsn.gov/widgets/JobsNow.php> or request by e-mail libchr@lummi-nsn.gov. For more information contact the HR front desk (360) 312-2023. Submit LIBC application, cover letter, resume & reference letters no later than 4:30 p.m. on the closing date listed above. If listing degrees or certifications include copies. Mailing Address: 2665 Kwina Road, Bellingham, WA 98226. Human Resource Fax number: 360-380-6991.